Vol. 6 No. 5

National Congress Bulletin

NATIONAL CONGRESS OF PARENTS AND TEACHERS
1201 Sixteenth Street, N. W., Washington, D. C.

JANUARY, 1939

Happy New Year . . . .

A year which will bring to all of us new opportunities to make the work of our membership count in the daily life of the community. A year in which the parent-teacher influence is felt as a continuous, harmonious, positive force for good. A year in which we shall find that our strength lies not in the pressures and powers which we may exert, but rather in our will and willingness to serve. Together may we answer this challenge of the New Year.

Frances S. Pettengill

President,
National Congress of Parents and Teachers.

EDUCATION APPEALS FOR HUMANITY

THE National Congress of Parents and Teachers joined other groups of citizens in an appeal to the civilized peoples of the world in a nationwide radio program, "Education Appeals for Humanity," broadcast November 17 by the National Broadcasting Company. Representatives of the universities, public and parochial schools, parents, teachers, and women's clubs, expressed views from the various educational forces of America. The following appeal was made by Mrs. J. K. Pettengill, President, in behalf of the National Congress:

The National Congress of Parents and Teachers, numbering over two million members in every state in the Union, speaks tonight through me, for those principles of human relationships and individual rights for which the organization stands. I voice the principles, ideals, and convictions which are the basis of the parent-teacher movement in this country. I speak in behalf of organized parenthood and teacherhood—of countless adults whose deep concern is with the children and youth of today who will make up the world of tomorrow.

We claim for the children of the world those three great rights which are within society's power to bestow.

First, for every child a life in which he may be safe—safe from physical, mental and emotional hazards to his well-being; a life that is free from fear of violence and cruelty; a life in which he may stand straight and courageous, secure in his own sense of self-respect and dignity.

Second, that every child be accorded those liberties and freedoms which are expressed in opportunity for the individual growth and development—freedom to make a wise choice of vocation; freedom to build friendships of his own choosing; freedom to set up those family relationships which are a part of his cultural heritage; freedom to realize to the full his own contribution to the common life of his community.

And finally, that every child and youth be assured the chance to be happy—happy in the love of home and country; happy in the appreciation of the beauty and art and culture of all the earth; happy in the service he may render to his fellow men of whatever race or nation; happy in the pursuit of those goals of satisfaction and service which belong to all mankind.

As organized parents we express the high purposes and deep determination of all parenthood in every land the world around. We do not seek these benefits for the children of any one community or one nation or one continent. We know that no child is safe till all children are safe. We are united on this principle, "For every child these rights wherever he may be."

Tune In and Find Out

WINGS FOR THE MARTINS

NBC Blue Network

Wednesday, 9:30-10:00 P.M., E.S.T. Presented by the National Congress of Parents and Teachers, the U. S. Office of Education, and the National Broadcasting Company.

January 4

MOTHER JOINS A STUDY GROUP

Why stop learning? Why take time out from family duties to study? What can mother learn in a study group?

January 11

KINDERGARTEN: STREAMLINED

Why does school begin with kindergarten, not first grade, for Dicky? What do children learn in kindergarten? How do they play? How can the teacher help so many little ones? Is kindergarten worth the cost?

January 18

WHERE ARE THE THREE R'S?

How do children study in modern schools? Do they learn to read and write and spell? Do they have history lessons? Do they recite geography? Arithmetic? Other "subjects"? Go along with Jimmy or Barbara some day and you'll be amazed to see how well the children learn.

January 25

"THIS REPORT CARD DOESN'T MAKE SENSE!"

Have you seen a report card lately? Do you know that on modern cards the old "percents" are gone? Does your child bring you a cheerful letter from the teacher instead of a report card?

Signposts and Guides

INTERPRETING THE GUIDING PRINCIPLES OF PARENT-TEACHER ASSOCIATIONS

"A CONGRESS Parent-Teacher Association is democratic in membership and in form of organization."—FROM THE GUIDING PRINCIPLES

The story of parent-teacher membership—what it is and what it means—is the story of an experiment in democracy.

In 1897 more than 3,000 men and women representing many educational and social interests gathered to consider the welfare of children and youth. The call to this first meeting met with a response that was widely representative. Today more than two million men and women are working together in local groups for the education and welfare of all children and youth. A common purpose has brought adults together in community groups and has held these groups together in a nationwide group by means of a form of organization that is adaptable to the needs and interests of each community.

DEMOCRATIC IN MEMBERSHIP

The parent-teacher association opens its membership to every adult who is interested in the objects for which the association is organized.

This policy, offering an opportunity for all adults to work together in an organized effort for the education and welfare of all children and youth, recognizes no dividing lines of creed, nationality, financial rating, social position, educational background, or specific interests.

A parent-teacher meeting in a school which draws its pupils from all types of homes makes it possible for parents with widely different backgrounds of education, social prestige, and wealth, to meet on common ground. These parents may participate in the program. During the social hour they may become better acquainted with each other. Each home may influence the other homes through contacts made possible by the parent-teacher meetings. Each home may benefit from this democracy of membership.

SIGNPOSTS OF P.T.A. DEMOCRACY—MEMBERSHIP

An association may apply these tests

1. The opportunity for membership is made known to all people in the community.
2. The membership represents all types of homes in the district.
3. The membership is composed of men, women, parents, teachers, and other adults living in the district.

DEMOCRATIC IN FORM OF ORGANIZATION

The parent-teacher association is democratic both in its functioning and in its government.

The structure which provides for the democratic functioning of the organization is determined by the members. Details of organization are contained in the bylaws which are adopted by the members and which can only be amended by the members.

Each Congress unit accepts the democratic rules of parliamentary law for its guidance in the government of the organization: courtesy to all, the observance of justice to all, the rule of the majority, and the rights of the minority.

Each member in a parent-teacher association has an equal opportunity to share in (1) the selection of activities carried on by the association; (2) the plans decided upon to carry through the chosen activities; (3) that part of the work which appeals to the special interests and abilities of the individual.

SIGNPOSTS OF P.T.A. DEMOCRACY—ORGANIZATION

An association desiring to maintain the democratic principles of its organization in its program and activities will provide each member an opportunity:

1. To express his opinion
2. To participate in activities
3. To register his vote
4. To have a voice in the selection of the officers and of the delegates to state and national meetings.

DEMOCRACY IN THE PARENT-TEACHER ASSOCIATION

Democracy has been called the American way of life and of living. The parent-teacher movement is based upon democratic policies and procedures. The worth of this movement in each community is determined by the program and activities of the parent-teacher association in that community. The activities and achievements of 27,000 Congress units functioning under these democratic principles is a practical demonstration of democracy functioning on a nationwide basis.

We realize that the successful and permanent solution of present-day problems must be founded upon moral and spiritual wisdom as well as upon political and economic insight; we realize that if democracy is to survive provision must be made for young people to live democratically. This constitutes the great challenge to the parent-teacher association. The democracy of the organization lies in its continuing power to draw and to hold an ever increasing number of individuals in voluntary and cooperative effort. The parent-teacher association can play a significant part in developing communities which are progressive and free and thus building a social democracy.

About Publications

Through the Years—The title of this book suggests the contents: a story of the purpose of the first meeting of the National Congress of Mothers, with highlights of the early development of the movement which now reaches into every state of the nation. No effort is made in this book to give a detailed history. Instead, there are scattered word pictures, informally presented, which bring to light unknown or forgotten details of the setting and background of the first meeting and of the years that follow.

Culled from a collection of rare old records are a facsimile of the first circular sent to leading women's clubs; a letter sent to a large number of clergymen; a page from the preliminary program which includes the names of such representative speakers as G. Stanley Hall and Hamilton Mabie; excerpts from newspaper and magazine accounts reflecting the sentiment of the day; addresses of the first president, Mrs. Theodore Birney; and highlights of the developments of the first ten years. These and other choice reports of little known details help to make vivid the atmosphere of the past and offer a real contribution to the history of this pioneer movement.

The member will enjoy the delightful word pictures of *Through the Years*. The speaker or program builder will find help for talks, for an evaluation of achievements, for writing a playlet or radio script.

The price of this book is $1.

TO LOCAL PRESIDENT: *Please give this sheet to your local chairman of the* NATIONAL PARENT-TEACHER *Magazine*

Information for Local Magazine Chairman

HOW TO GET SUBSCRIPTIONS TO THE NATIONAL PARENT-TEACHER

A MEMBER'S interest in parent-teacher work should lead to an interest in the parent-teacher magazine. Therefore, start with the premise that every member will want want to know about the *National Parent-Teacher*. The most economical and convenient way to reach the membership is through contact at parent-teacher meetings: (1) Be on hand early. (2) Arrange with the president for announcement and display. (3) If possible stay afterwards to talk with those who want to ask questions or to learn more about the magazine. If unable to reach members at meetings, (a) telephone them, or (b) arrange by appointment to visit them at their homes. A magazine chairman's job is not finished until every member of the P.T.A. knows that the *National Parent-Teacher* is the official magazine of the National Congress of Parents and Teachers, and has had an opportunity to say whether or not he or she wishes to subscribe.

Know the Background

Be able to tell why the *National Parent-Teacher* is published, for whom it is published, how long it has been published, and the part it has played in the development of the Congress. (This information may be found in the Magazine Handbook and Magazine Folder, copies of which will be sent by the magazine office upon request.)

Show the Magazine

People like to see and examine anything before they buy it. Bring a copy of the latest issue to the meeting.

Study the Contents

Read through the current issue before coming to the meeting and pick out the features and articles you wish to comment on. (The summaries of articles, published on page 4 of the NATIONAL CONGRESS BULLETIN, which is sent monthly to your local president, will be helpful in this respect.)

Sell Reliability

The *National Parent-Teacher* is the official magazine of the National Congress. Great care is exercised in the selection of its articles to insure their authenticity. The magazine has been published regularly since 1906, which denotes dependability, stability, and acceptability.

Be Optimistic

No one selling the *National Parent-Teacher* need feel apologetic. Rather, you and each person working with you may feel a sense of pride in having an important share in the work of the local association through promoting your own magazine, the *National Parent-Teacher*, which is prepared and distributed as part of the educational program of the Congress.

Be Definite About Subscription Details

Announce the subscription price ($1 a year) and the number of issues published (ten). Explain how subscription blank is to be filled out and that checks and money orders are to be made payable to the *National Parent-Teacher* magazine. Always have a receipt book on hand. (If you do not have a receipt book, send to the magazine office for one.)

Make Subscribing Convenient

Announce when and where you will receive subscriptions. If necessary ask several members to assist you.

Address subscriptions to *National Parent-Teacher* magazine, 1201 Sixteenth Street, N. W., Washington, D. C. Send $1 for each subscription. Allow about three weeks for first copies to reach new subscribers. Make check or money order payable to *National Parent-Teacher* magazine.

What the National Parent-Teacher

Can Do For Your PTA . . .

THE *National Parent-Teacher* is not a commercial enterprise. It is not a magazine published for profit. Indeed, it is more than a "magazine." It is the outcome of the thought of scores of parent-teacher leaders and professional workers who are fitted by training and experience to guide and counsel those who meet to consider ways in which they may solve their problems in home, school, and community.

* * *

THE *National Parent-Teacher* gives its readers a better understanding of subjects vital to the enrichment of home and community living. Because of this knowledge they come to meetings better prepared to participate; and being able to participate more freely, they enjoy more thoroughly their connection with the P.T.A. and its program of work.

* * *

THE *National Parent-Teacher* adds to the prestige of the P.T.A. It is visual evidence of the unified purpose of the 27,000 local parent-teacher associations of the Congress. It reflects the educational aspects of the parent-teacher movement, and is a worthy exponent of the ideals and objectives of the organization.

* * *

THE *National Parent-Teacher* furthers home, school, and community cooperation by showing parents, teachers, and other civic-minded adults how to work together successfully in promoting the welfare of children of all ages.

* * *

Organization is useless unless it enables the membership to reach worthwhile goals and objectives, unless it adds to the artistry of successful living. Information is fruitful only when it results in stimulating thinking and discussion and is translated into action and projects ending in the enrichment of human life.

The *National Parent-Teacher* will strengthen, unify, and integrate parent-teacher work. Are the members of your association subscribing to it?

NATIONAL PARENT-TEACHER
1201 Sixteenth St., N. W.,
Washington, D. C.

LOCAL MAGAZINE CHAIRMEN HAVE ASKED THE FOLLOWING QUESTIONS . . .

• *The Answers may be helpful to you* •

1. Many of our families are interested in the magazine but cannot afford to pay a dollar for it in advance. Can we get copies to sell to them on a single copy basis?

Answer: Many associations are handling similar problems in this way: The association advances the money for three or more subscriptions. The copies are sent monthly to one address, are taken to the meeting and sold there to individuals for 10c per copy. The amount collected is then turned over to the treasurer. At the end of the ten months the association has collected the amount advanced. (This method may also be used by associations to introduce the *National Parent-Teacher* to the membership.)

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2. Why don't you give us a commission for selling the *National Parent-Teacher?*

Answer: The *National Parent-Teacher* is a nonprofit making enterprise and it is not intended to help associations to raise funds. Its promotion is as much a part of the work of the association as is the promotion of other projects in which the P.T.A. is interested. It would be as illogical to offer associations a commission for getting subscribers as it would be to offer them a commission for securing members.

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3. Is the *National Parent-Teacher* sold on newsstands?

Answer: No. The promotion of the magazine is entirely a parent-teacher project and a parent-teacher responsibility.

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4. Why have you done away with club offers and discounts?

Answer: (1) The entire $1 subscription price is needed to publish the magazine. (2) If in the future we can publish the magazine for less than $1 because of a large increase in circulation, we plan to establish a lower subscription rate. Club offers and discounts inevitably discriminate against some associations.

THE ideas and ideals for which an organization stands are its inspiration and its life. It is therefore most essential that these ideas and ideals be presented to the members. From the beginning the National Congress of Parents and Teachers has recognized the printed page as an effective means of interpreting its objects and its program to the members and to other interested adults.

Acting upon this belief the Congress in its early days established an official organ, the *National Parent-Teacher*, to keep its members in touch with the organization and in touch with what is being done in the fields of child welfare, home and school relationships, and community development.

Every member and leader who promotes the circulation of the *National Parent-Teacher* is increasing the service which the organization is rendering to the children of America—to the children of the world.

We are counting on your faith and interest in parent-teacher work to promote the *National Parent-Teacher* magazine.

Parent-Teacher News

FOUNDERS DAY ACTIVITIES REPORTED BY LOCAL ASSOCIATIONS

Through the Years

A PLAY based on the book, *Through the Years*, was presented by a highschool association. The dramatic department of the school wrote the play, designed the costumes, and managed the stage setting. Members of the association, including fathers and teachers, took part in the play. This dramatization of the founding of the National Congress of Mothers was one of the most enjoyable and informative meeting programs of the year.

Musical Program

A RECITAL of music appropriate for Founders Day was presented by an association which promotes a well-balanced program of music education for children and adults as an important activity. Parents and teachers—the parent-teacher chorus and fathersingers, as well as mothersingers—had a part in the recital. Among the selections presented were "My Tribute," "Mothers' Hymn," "The Tree of the P.T.A.," "Take Joy Home," 'Under the Silver Stars," "Dedication," "Going Home," and the "Jolly Roger."

Memorial Garden

A MEMORIAL Flower Garden, honoring pioneer Congress workers, was started by an association in the South several years ago. New plants are added annually on Founders Day. Roses, cape jasmine, dogwood, boxwood, and crepe myrtles are among the plants now flourishing in the garden. Two Chinese magnolias were added last year.

Simulated Broadcast

A FEATURE of one Founders Day program which combined entertainment with information on the history of the National Congress of Parents and Teachers was a simulated radio broadcast. The program included a dramatization of the Congress in "March of Time" style. The announcer related highlights of Congress history leading up to presentation of the dramatic episodes.

Vesper Service

A COMMUNITY vesper service was sponsored by a city council with all local associations in the city participating. A review of activities carried on by the local groups was given, with special emphasis on character education activities. The highschool a capella choir furnished special music.

Reciprocity Program

A RECIPROCITY program, in which parents and teachers exchanged views of education, was given by one unit. Six representatives of the school faculty took part in a discussion of the part of the home and parents in the education of the child. Following this, six parents discussed what the home expects of the school in the education of the child. The meeting was then thrown open for general discussion in which the audience took part. A better understanding by each group of the viewpoint of the other was thus achieved.

Book Reviews

BOOK REVIEWS of publications which give the history of the National Congress were the highlights of one Founders Day program. Among the books reviewed were the following:

Through the Years—A graphic story of the excellent planning, the high ideals, and the tremendous success of the most interesting gathering ever convened.

A New Force in Education—A report of a conference of P.T.A. leaders and educators relating how the parent-teacher movement started and developed, and how the parent-teacher association is related to the general enterprise of education and to community agencies.

Parents and Teachers—A survey of organized cooperation of home, school, and community, the first general summary in book form of the organized parent-teacher movement in the United States.

Lecture Discussion Program

A LECTURE discussion program was given on the subject "Realizing the Hopes of the Founders." Following an interesting talk on this theme, résumés of the achievements of the local unit, the state branch, and the National Congress were given by three speakers. General discussion in which the audience took part centered around the questions: What does the future hold for the parent-teacher association? What important problems faced by modern society can the parent-teacher association help to solve? What contribution can the parent-teacher association make to the preservation of democracy?

Model School House

A SMALL MODEL of a "little red school house," complete with a bell and steeple, occupied the place of honor on the speakers' table at a Founders Day meeting. At the close of the meeting the model was passed around for contributions. Each coin placed in the steeple rang the bell

About Publications

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Pageants for Founders Day

The pageants listed here may be secured from the National Office. These pageants are priced at 5c each, 6 for 25c.

Along the Way

Characters representing special events through the years present the history of the parent-teacher movement. Characters, 8 or more (2 speaking); time, approximately 20 minutes.

Looking Forward with the Founders

A review of the early history adaptable for radio broadcast or for use as a pageant. Characters, 4-6; time, approximately 20 minutes.

As Told by Candles

The seven objectives of education are presented as ideals of the parent-teacher movement. Characters 8; time, 15 minutes.

An Anniversary Acrostic

Speakers displaying the letters of the founders' names tell the story of Congress growth and development. Characters, 12; time, 12 minutes.

The Spirit of the Congress

An elaborate pageant in verse, with incidental music and dancing. Characters, 22 or more; time, 45 minutes.

National Congress Bulletin

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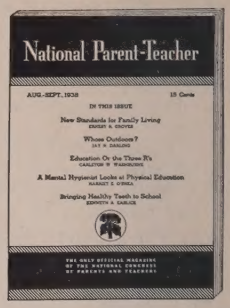
Our National Magazine

PREVIEW OF THE JANUARY ISSUE


National Parent-Teacher
AUG.-SEPT. 1938
15 Cents
IN THIS ISSUE
New Standards for Family Living
Whose Outdoors?
Education Or the Three R's
A Mental Hygienist Looks at Physical Education
Bringing Healthy Teeth to School
THE ONLY OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

THE month of January marks the thirty-third year that the *National Parent-Teacher* has served its readers. It marks the thirty-third year that the *National Parent-Teacher* has represented the National Congress of Parents and Teachers, interpreting to the world its high ideals, purposes, and accomplishments. To its many old friends and to its many new ones, the *National Parent-Teacher* extends its wishes for a happy New Year. With the following material it rings out the old year and welcomes the new!

A NEW series of articles which will deal with the four purposes of education as outlined in the book *The Purposes of Education in a Democracy* is initiated in the January issue by **William G. Carr,** secretary of the Educational Policies Commission. His article "What Are Schools For?" sets forth simply and significantly the purposes of education in American democracy. Every teacher who believes in the profession, and every parent who is vitally concerned with the education and growth of children is invited to read "What Are Schools For?" in order that they may fulfil their obligation for making our schools what they should —can—must become.

● **O. W. Stephenson's** description of two young people who, impressed by what their teacher has told them concerning the sacrifices the American people made and the hardships they endured in creating this nation, decide to leave school for three days so that they may go home and cast their ballot. This story is the subject of the Parent-Teacher Study Course article, "Soon We'll Vote." It contains the warmth of the author's enthusiasm and the charm of his literary ability.

● The problem of "Learning to Choose Companions" is a live issue in all families, since choosing friends is a fundamental part of growth. **Annabelle Pollock** tells how the type of home background from which the child comes, the physical equipment of the neighborhood, and various other factors influence the child's choice of friends. By the way, how many friends does your child have? How many friends do you have? Is there any relationship between the two?

● As an observing citizen looking upon public health in your community, what picture of community sanitation do you see? What about the water, the milk, perishable food, garbage collection, street cleaning, control of communicable diseases, safety of the child against accidents? Sanitary services are discussed by **W. W. Bauer** in his article, "The Community Looks at Public Health." And as he says, "When the community looks at public health, it must do so through the eyes of its citizens."

● Any parent or teacher who wants an understanding of how the child's mind grows, what makes it grow, why some children's minds grow faster than others, and what parents and teachers can do to stimulate children's mental growth, will be interested in reading the article, "How the Child's Mind Grows." These questions are authoritatively answered in the light of many years of experimental research by the author, **Beth L. Wellman.**

● "Being a parent is an excellent antidote for dogmatism in dealing with problems concerning children," says **Winfred Overholser,** parent and psychiatrist. Dr. Overholser in his article, "Understand the Child as a Person," expresses some more or less "random thoughts" which come to a psychiatrist as he reflects upon the problems faced by parents and teachers.

● It has been said that in America every mother expects her son to be president. This remark introduces a discussion of a very timely and important problem faced by people throughout the world. In the article, "We Need Intelligent Leaders," the author, **Helene Heye,** makes available to parents and teachers the results of recent experiments carried out to see whether or not children can really be trained for leadership. We believe this article will create discussion!

● This issue contains a special feature, "Turning Back the Pages," which will take you on a wistful and intimate journey into the life of the National Congress of Parents and Teachers and its official magazine. This feature will be of special interest in light of the fact that next month all members of the National Congress of Parents and Teachers will unite to pay tribute to those who have made possible this great democratic organization of parents and teachers.

OTHER features: The fifth article on the Guiding Principles entitled "Democracy of the Organization"; book reviews of "Perri," "Those First Affections," and "Horace Mann"; an editorial on the vital question of community participation for effective living; and the President's Message.

THREE days, January 28, 29, and 30, are set aside for the observance of Child Labor Day. Ten years ago the *National Parent-Teacher* carried the following poem because of its timely significance.

Again, in the January, 1939, issue, the poem is presented in a special feature called "Turning Back The Pages."

THE WORKING CHILDREN TO THE STORY TELLER

Tell us a story to make us see
Things that gleamed on us long ago—
Daisy meadows and fairy rings,
Greening woods, where the brown thrush sings,
And the shining blue where a sea-gull wings,
Teller of tales!

Tell us a story to make us hear
Murmurs we dreamed ere we were born;
Rippling water and running breeze,
Bobolink's note in the windy trees,
And the mighty silence of summer seas,
Teller of tales!

Tell us a story to make us feel
Childhood's blood in our veins again.
For we are tired of grown-up fears,
Tired of grown-up pains and tears,
Sick of the stretch of the sordid years.
Give us a chance to laugh again,
Give us a play hour in our pain,
Teller of tales!